

# The Nursing Education Xchange (NEXus): A Successful Nursing Educational Partnership for Doctoral Education

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# OBJECTIVES:

- ▶ Introduce the Nursing Education Xchange (NEXus), a model of a nursing education partnership that provides opportunities for diverse educational experiences
- ▶ Describe potential institutional cost-savings and revenue for participating universities

# The Nursing Education Xchange

## WHY CREATED

- ▶ Address nursing and nurse educator shortage
- ▶ Facilitate doctoral students in completing programs via distance learning
- ▶ Collaborate across organizational systems to impact change in education and practice

## MEETING THE PARTNERSHIP GOALS since 2004

- ▶ Reduce cost of creating online courses
- ▶ Increase course offerings for doctoral-level students
- ▶ Overcome administrative barriers of shared courses
- ▶ Assist in timely graduation of PhD and DNP students

## TODAY

MEMBERS	16
ANNUAL COURSES	250
ENROLLEES (total all years)	Over 1,000
GRADUATES	Over 400

# Members



## Current Members (16)

Arizona State University

Loma Linda University

Oregon Health and Science University\*

The Ohio State University

The University of Iowa

The University of Oklahoma

The University of Texas at Tyler

University of Colorado Denver\*

University of Hawaii at Manoa

University of Kansas

University of Nevada Las Vegas

University of New Mexico

University of Northern Colorado\*

University of Utah\*

Virginia Commonwealth University

Washington State University

*\*Founding Member*

# How NEXus works

## INSTITUTIONS:

- ▶ Pay annual dues to participate
- ▶ Facilitate student paperwork
- ▶ Collect tuition and share between the Home and Teaching institutions, and NEXus Office.

## STUDENTS:

- ▶ Choose from >250 online graduate courses <https://winnexus.org/>
- ▶ Use own institution's process for approval to enroll in selected course
- ▶ Earn credits toward their own university's program
- ▶ May take advantage of existing financial aid
- ▶ Pay a common tuition rate. No additional fees are charged.

# Diversity of Course Offerings

Grown to >250 courses a year (85+ a term) offered in:

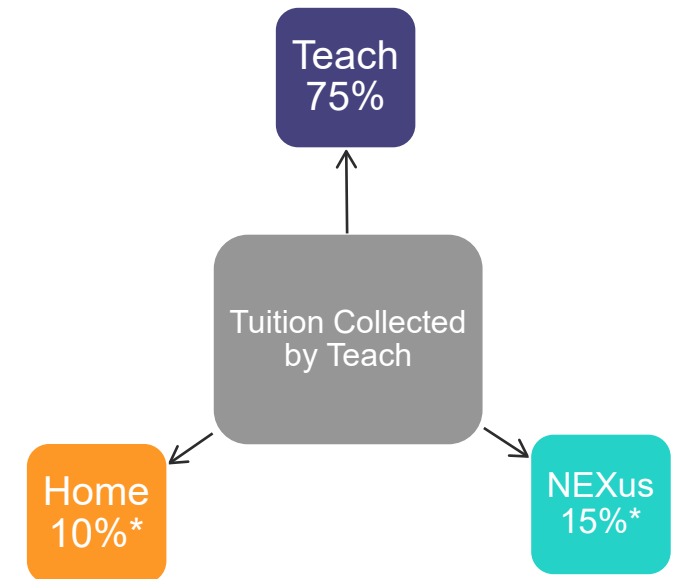
1. Advance Nursing Practice\*
2. Children, Parents and Family
3. Chronic and Disabling Conditions and Palliative Care
4. Diverse and Vulnerable Populations
5. Ethics\*
6. Interprofessional Collaboration\*
7. Gerontology and Geriatric Nursing
8. Non-Nursing Courses
9. Nursing Education
10. Nursing Knowledge Development: Theory, Philosophy, and Science
11. Research Methodology (Mixed Methods, Qualitative and Quantitative Research Methods)
12. Scientific Underpinnings for Advanced Nursing Practice\*
13. Scholarship and Writing
14. Special Topics
15. Systems, Leadership, Informatics and Policy

*\*DNP Specific Descriptions*

# How the Financials Work

- ▶ Member institutions pay annual dues, \$5,000 or \$6,000 depending on level/programs
- ▶ Students pay common tuition rate \$865/semester credit
- ▶ Tuition collected by Teaching institution and split three ways

## SHARE FORMULA



# Benefits + Return on Investment for Universities

## BENEFITS

- ▶ Reach a larger diverse group of students
- ▶ Provide networking opportunities for students
- ▶ Fill seats in courses
- ▶ Offer broader range of courses w/expert faculty in their fields
- ▶ Assist students in timely progression and retention
- ▶ Ease faculty workload from independent study
- ▶ Respond to emergencies quickly

## RETURN ON INVESTMENT

- ▶ Generate additional income
- ▶ Save on instructor salary
- ▶ Save on course development costs



# CASE STUDY: Sample Nursing University (SNU)



## Instructional Cost Savings and Tuition Income

### Three Financial Components:

**Part I:** Income generated from visiting students taking SNU course(s)

**Part II:** Income generated from SNU students taking classes at other member universities

**Part III:** Cost savings in faculty salaries and course development time when SNU sends students to take course at another institution

# Data Inputs

## Tuition

- ▶ \$2,595 per three credit course (\$865/semester credit) common rate
- ▶ Teaching institutions retain 75% of tuition
- ▶ Home institutions (sending students) retain 10% of tuition

## Instructional Costs (Estimates only – sources listed at end of presentation)

- ▶ Faculty member earns \$110,600 (salary + paid benefits)
- ▶ Hourly faculty rate is \$53 ( $\$110,600 / 52 \text{ weeks} / 40 \text{ hrs.}$ )
- ▶ 100 hours needed to develop a course
- ▶ Course development cost = \$5,300 ( $\$53 \times 100 \text{ hrs.}$ )
- ▶ Faculty member carries course load of nine (9) a year
- ▶ Per course salary = \$12,300 ( $\$110,600 / 9$  rounded to nearest 100)

# CASE STUDY SNU

## PART I: Income generated from visiting students

**= \$5,389**

- ▶ SNU taught three visiting students from other universities
- ▶ SNU collected \$2,595 tuition from each student, totaling \$7,785
- ▶ SNU kept 75% of the tuition

# CASE STUDY: SNU continued

## PART II: Income generated from sending SNU students

= \$779

- ▶ SNU sent three students elsewhere
  - ▶ Two students enrolled in the same course.
  - ▶ One student took a different course.
- ▶ Students paid a total of \$7,785 in tuition to visiting institutions.
- ▶ SNU received 10% of the tuition after the split

# CASE STUDY: SNU continued

## PART III: Institutional Cost Savings

**= \$35,200**

- ▶ SNU sent three students elsewhere
  - ▶ Two students enrolled in the same course
  - ▶ One student took a different course
  - ▶ Total = two distinct courses
- ▶ Instructor pay savings of \$12,300 per course or \$24,600 total
- ▶ Course development savings per course of \$5,300 or \$10,600

# CASE STUDY: SNU Summary

## Tuition Income + Institutional Cost Savings

**TOTAL= \$41,818**

- ▶ Collected \$6,618 in tuition income
- ▶ Saved \$24,600 in instructor salaries for two courses
- ▶ Saved \$10,600 in course development costs for two courses
- ▶ SMU sent three of its own students elsewhere and taught three visiting students

# REAL Results from Members

## One Year Snapshot 2019-20

**Income + Cost Savings Combined =**

**\$1,699,000**

2019-2020*	AVERAGE MEMBER	TOTAL ALL MEMBERS
Institutional Tuition Earned	\$13,000	\$220,300
Faculty Salary Savings	\$61,000	\$1,033,200
Course Development Savings	\$26,200	\$445,200
<b>TOTAL</b>	<b>\$100,200</b>	<b>\$1,699,000</b>
Taught 102 students (average 6 students each)	18 credits	303 credits

\*17 Members

# References/Resources

## Resources:

[www.winnexus.org](http://www.winnexus.org)

- ▶ The Benefits of Joining NEXus
- ▶ Real Time Catalog of Course Offerings
- ▶ How to Enroll for Students
- ▶ Cluster Descriptions
- ▶ Member Packet Information
- ▶ [Quick Handout: Overview of NEXus](https://winnexus.org/wp-content/uploads/2020/04/NEXus-Helping-Achieve-More-RP.pdf)

## References for Faculty Salary and Course Development Costs:

- ▶ American Association of Colleges of Nursing. Table 76, Associate Professor Rank (Total all Institutions and Doctoral Degree Level). 2019-2020 Salaries of Instructional and Administrative Nursing in Baccalaureate and Graduate Programs in Nursing, Washington, DC.
- ▶ American Association of University Professors. Survey Report Tables 8 &9. Annual Report on the Economic Status of the Profession, 2019-20
- ▶ Chapman, B. (2010). How Long Does it Take to Create Learning? [Research Study]. Development Ratios - Summary Table. Published by Chapman Alliance LLC. from [www.chapmanalliance.com](http://www.chapmanalliance.com)
- ▶ Defelice, Robyn A. "How Long Does It Take to Develop Training? New Question, New Answers." Web blog post ATD Association for Talent Development. ATD Global. 13 Jan. 2021. Web. 25 Feb. 2021.
- ▶ Freeman, Lee A. "Instructor Time Requirements to Develop and Teach Online Courses." Web post Online Journal of Distance Learning Administration, Volume XVIII, Number I. University of West Georgia, Distance Education Center, Spring 2015. 25 Feb. 2021.
- ▶ Safai, Alan. "How long does it take to develop an online course?" Web blog post eLearning Blog. The University of Texas at Dallas, 8 Apr. 2019. Web. 25 Feb. 2021.



# Questions